

GCE

Computer Science

H046/01: Computing principles

AS Level

Mark Scheme for June 2024

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

© OCR 2024

MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:



















- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Omission mark
	Benefit of the doubt
	Subordinate clause / consequential error
	Incorrect point
	Expansion of a point
	Follow through
	Not answered question
	No benefit of doubt given
	Point being made
	Repeat
	Slash / half-mark
	Correct point
	Too vague
	Zero (big)
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Level 1
	Level 2
	Level 3

12. Subject Specific Marking Instructions

Question			Answer	Mark	Guidance
1			1 Mark for each labelled component.	AO1.1 (5)	Accept MBR // Memory Buffer Register for D
			A Data Bus		
			B MAR // Memory Address Register		
			C PC // Program Counter		
			D MDR // Memory Data Register		
			E ACC // Accumulator		

Question	Answer	Mark	Guidance
2	<p>Mark Band 3- High Level (7-9 marks)</p> <p>The candidate demonstrates a thorough knowledge and understanding of both Von Neumann and Harvard architectures. All detail is generally accurate and relevant. The candidate is able to apply their knowledge and understanding directly and consistently to the context provided. Evidence/examples will be explicitly relevant to the explanation. The candidate will come to a clear conclusion that must be justified by their comments.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Mark Band 2- Mid Level (4-6 marks)</p> <p>The candidate demonstrates reasonable knowledge and understanding of Von Neumann and Harvard architectures; the material is generally accurate but at times underdeveloped. The candidate may not have applied both to this scenario. The candidate is able to apply their knowledge and understanding directly to the context provided although one or two opportunities are missed. Evidence/examples are for the most part implicitly relevant to the explanation. The candidate will attempt to come to a conclusion, although it may not be fully justified by their answer.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.</i></p> <p>Mark Band 1- Low Level (1-3 marks)</p>	<p>AO1.1 (2)</p> <p>AO1.2 (2)</p> <p>AO2.1 (2)</p> <p>AO3.3 (3)</p>	<p>AO1</p> <p>Harvard Architecture:</p> <ul style="list-style-type: none"> • Uses separate memory for data and instructions. • Uses separate data and address buses for each piece of memory • Can read/write data and instructions simultaneously <p>Von Neumann Architecture:</p> <ul style="list-style-type: none"> • Uses one physical piece of memory for both data and instructions • Uses one data and one address bus. • Can only read/write data or instructions, not both at the same time <p>AO2</p> <ul style="list-style-type: none"> • Von Neumann design is less complex. Development of one is cheaper. Harvard design is more complex as it requires two buses. Development is more expensive. More CPU pins are required; a complex motherboard is required with doubling of memory. • Harvard Architecture free data memory cannot be used for instructions and vice-versa <p>AO3</p> <ul style="list-style-type: none"> • Harvard architecture allows for faster processing as instructions and data are simultaneously fetched/executed. • Harvard splits memory between instruction and data in a static way, meaning you could run out of one memory with unused memory in the other area. • Von Neumann architecture allows for dynamic allocation between instruction and data

		<p>The candidate demonstrates a basic knowledge of Von Neumann and Harvard architectures. The material is basic and contains some inaccuracies.</p> <p>The candidate makes a limited attempt to apply acquired knowledge and understanding to the context provided.</p> <p>The candidate provides nothing more than an unsupported assertion.</p> <p><i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p> <p>0 marks</p> <p>No attempt to answer the question or response is not worthy of credit.</p>		<ul style="list-style-type: none">• Large programs with small data (Computer games) or small programs with large data (video editing) can be equally catered for
--	--	---	--	--

Question			Answer	Mark	Guidance
3	(a)	(i)	<ul style="list-style-type: none"> Allows for more efficient use of computing resources ... Less likely to have workstations run idle ... can allocate more resources to power users dynamically <p>Or</p> <ul style="list-style-type: none"> Thin clients are cheaper than desktops... ...which could save the school money. <p>Or</p> <ul style="list-style-type: none"> Thin clients are often physically smaller than desktops... ...allowing more desk space/workspace for staff/students. 	AO2.1 (2)	Accept other valid reasons with a suitable justification
3	(a)	(ii)	<ul style="list-style-type: none"> Can cause network overload... ...if the network does not have sufficiently good bandwidth <ul style="list-style-type: none"> Could create process lag... ...If lots of large processes run at the same time <ul style="list-style-type: none"> If a virtual machine hangs/crashes the user is unable to reset it... ...whereas they can physically reboot on a local machine. <ul style="list-style-type: none"> Thin-clients may not be compatible with some peripherals... ...meaning some of the school's peripherals become unusable. 	AO2.1 (2)	Mark in pairs

3	b		<ul style="list-style-type: none"> • Multi Tasking ... • ... is optimised to deal with multiple processes simultaneously/concurrently • ...Can run multiple programs/tasks at the same time <p>Example, e.g.</p> <ul style="list-style-type: none"> • Home/personal computer <ul style="list-style-type: none"> • Distributed ... • ... Designed to run the same task over multiple machines <p>Example, e.g.</p> <p>SETI or other cloud-based processes// Clusters of desktops used for rendering/calculations.</p> <ul style="list-style-type: none"> • Embedded ... • ... Will have a restricted set of operations (to conserve resources) • ... is read only <p>Example, e.g.</p> <p>Domestic appliance such as a washing machine</p> <ul style="list-style-type: none"> • Real-Time ... • ...optimised to handle and respond to inputs with no wait/within a guaranteed response time/immediate. <p>Example, e.g.</p> <ul style="list-style-type: none"> • Used in “mission critical” systems such as aircraft control. 	AO1.1 (3) AO1.2 (3)	1 mark for type of OS 1 mark for description 1 mark for suitable example Allow other suitable types of operating system.
3	c	(i)	<ul style="list-style-type: none"> • Application software allows the user to solve a problem / complete a task. • Utility software is designed to monitor / manage / maintain a computer system 	AO1.2 (2)	

3	c	(ii)	<ul style="list-style-type: none"> Word Processor ... <p>E.g.</p> <ul style="list-style-type: none"> Allows students to write essays / reports <ul style="list-style-type: none"> Spreadsheets ... <p>E.g.</p> <ul style="list-style-type: none"> Allow students to track/aggregate/calculate data Create charts Model situations / experiments <ul style="list-style-type: none"> Presentation ... <p>E.g.</p> <ul style="list-style-type: none"> Allows students to create presentations on a particular topic 	AO1.1 (2) AO2.1 (2)	<p>Allow any sensible application that could be used in a school environment as part of a student's workflow (e.g. photo editor, email client, web-browser).</p> <p>Example must be specific to a school environment</p> <p>Do not allow brand names for type of application</p> <p>If a brand name is used, allow follow through mark for a valid example</p>
3	c	(iii)	<ul style="list-style-type: none"> Open Source Software allows access/modification to/of the source code... <p>...can tailor the software to their specific needs</p> <p>...may be more widely bug fixed</p> <p>...there may be a wider pool of support available in the community</p> <p>Or</p> <ul style="list-style-type: none"> There will likely be no cost to purchasing a license to use the software... <p>...saving the school money</p>	AO2.1 (2)	
3	d		<p>e.g.</p> <ul style="list-style-type: none"> Disk defragmentation File management Device driver System cleanup Anti-virus/Anti-malware Firewall Backup Compression 	AO2.1 (3)	<p>Allow other examples if valid (no duplicates)</p>


Question			Answer	Mark	Guidance																				
4	a		<table><tr><td></td><td>Compiler</td><td>Interpreter</td><td>Assembler</td></tr><tr><td>Creates an executable file</td><td>X</td><td></td><td>(X)</td></tr><tr><td>Creates one line of object code for each line of source code</td><td></td><td></td><td>X</td></tr><tr><td>Translates all the high-level code at once</td><td>X</td><td></td><td></td></tr><tr><td>A program needs to be translated each time it is run</td><td></td><td>X</td><td></td></tr></table>		Compiler	Interpreter	Assembler	Creates an executable file	X		(X)	Creates one line of object code for each line of source code			X	Translates all the high-level code at once	X			A program needs to be translated each time it is run		X		AO1.2 (4)	For “creates an executable file”, accept any of the following combinations: - Compiler - Assembler - Compiler and assembler
				Compiler	Interpreter	Assembler																			
			Creates an executable file	X		(X)																			
			Creates one line of object code for each line of source code			X																			
			Translates all the high-level code at once	X																					
A program needs to be translated each time it is run		X																							
4	b		<ul style="list-style-type: none">• Compiler ...• ... Would protect their source code // keep their IP secret• ... meaning competitors cannot steal their ideas• ... Protect their money making ideas• ...would mean the game would run quicker (than if it were interpreted).	AO2.1 (2)																					

4	c	<ul style="list-style-type: none"> • INP and STA two numbers correctly • Appropriate use of branching to exit the loop. • SUB ONE and STA NUM • LDA ANSWER and ADD NUMA • Output (correct) answer. • Set DAT for NUMA, NUMB, ONE, ANSWER after HLT <p>POSSIBLE SOLUTION:</p> <pre> INP STA NUMA INP STA NUMB LOOPSTART LDA NUMB BRZ LOOPEND SUB ONE STA NUMB LDA ANSWER ADD NUMA STA ANSWER BRA LOOPSTART LOOPEND LDA ANSWER OUT HLT ANSWER DAT 0 ONE DAT 1 NUMA DAT 0 NUMB DAT 0 </pre>	AO3.2 (6)	<p>First and second number can be interchanged Accept suitable labels for DAT and Loop points For point 6 the 0s for ANSWER, NUMA, NUMB are optional but ONE must be initialised to 1.</p> <p>Allow FT for BP5 if logic is correct.</p> <p>Accept alternative mnemonics identified in the specification.</p>
---	---	---	--------------	--

Question			Answer	Mark	Guidance
5			<ul style="list-style-type: none"> Correctly declared <u>function errorCheck ()</u> (CAO) Use <u>getElementById</u> and assign to a variable Use if statement to check if password length < 8 // password length > 12 if statement checks both password length < 8 and password length > 12 Inside if statement set innerHTML of errorText to "Password Length Error" (CAO) <p>POSSIBLE SOLUTION:</p> <pre>function errorCheck() { var pass = document.getElementById("Password").value; if (pass.length > 12 pass.length < 8) { document.getElementById("errorText").innerHTML = "Password Length Error"; } }</pre>	AO3.2 (5)	<p>Award 0 marks if it is clear JavaScript has not been used</p> <p>Allow nested if statements</p>

Question			Answer	Mark	Guidance
6	(a)	(i)	157	AO2.2 (1)	CAO
6	(a)	(ii)	-99	AO2.2 (1)	CAO
6	(a)	(iii)	9D	AO2.2 (1)	CAO
6	(b)		<p>Mark Band 3 - High Level (7-9 marks)</p> <p>The candidate demonstrates a thorough knowledge and understanding of why data is stored in binary with points covering a range of examples of data types. All detail is generally accurate and relevant.</p> <p>The candidate is able to apply their knowledge and understanding directly and consistently to the context provided. Evidence/examples will be explicitly relevant to the explanation.</p> <p>The candidate will come to a clear conclusion that must be justified by their comments.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Mark Band 2- Mid Level (4-6 marks)</p> <p>The candidate demonstrates reasonable knowledge and understanding of why data is stored in binary with points covering a range of examples of data types stored in binary. The material is generally accurate but at times underdeveloped.</p> <p>The candidate is able to apply their knowledge and understanding directly to the context provided although one or two opportunities are missed.</p> <p>Evidence/examples are for the most part implicitly relevant to the explanation.</p>	AO1.1 (2) AO1.2 (2) AO2.1 (2) AO3.3 (3)	<p>AO1</p> <p>Types of data stored in binary:</p> <p>E.g.</p> <ul style="list-style-type: none"> • Numeric • Alphanumeric/text/characters/symbols • Sound • Images • Video <p>AO2:</p> <p>Examples:</p> <ul style="list-style-type: none"> • Text – Use of character sets such as ASCII and Extended ASCII. Each character is given a separate binary code. Increasing the number of bits for each character increase the number of possible characters that can be stored • Numbers – Numbers can be stored using binary. Sign and Magnitude and Two's Complement can be used to store negative binary numbers. Floating Point binary can be used to store data with a decimal point. <p>Other answers outside of the specification should still be accepted. E.g.</p> <ul style="list-style-type: none"> • Images are split into pixels. Each pixel is given a binary value which represents a colour.

		<p>The candidate will attempt to come to a conclusion, although it may not be fully justified by their answer.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.</i></p> <p>Mark Band 1- Low Level (1-3 marks)</p> <p>The candidate demonstrates a basic knowledge of why data is stored in binary with points covering some examples of data types stored in binary. The material is basic and contains some inaccuracies. The candidate makes a limited attempt to apply acquired knowledge and understanding to the context provided. The candidate provides nothing more than an unsupported assertion.</p> <p><i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p> <p>0 marks</p> <p>No attempt to answer the question or response is not worthy of credit.</p>		<ul style="list-style-type: none"> Analogue sound is sampled. A sample is a reading that is taken at certain points and is stored as a binary number. <p>AO3</p> <p>Reasons computers use binary:</p> <ul style="list-style-type: none"> Computers made up of switches/logic gates They will have on/off/two states This easily translates to binary values
--	--	---	--	---

Question			Answer	Mark	Guidance															
7	(a)	(i)	<table border="1"><thead><tr><th>A</th><th>B</th><th>Q</th></tr></thead><tbody><tr><td>0</td><td>0</td><td>0</td></tr><tr><td>0</td><td>1</td><td>1</td></tr><tr><td>1</td><td>0</td><td>1</td></tr><tr><td>1</td><td>1</td><td>0</td></tr></tbody></table> <ul style="list-style-type: none">1 Mark for the first 2 rows1 mark for the last 2 rows	A	B	Q	0	0	0	0	1	1	1	0	1	1	1	0	AO2.2 (2)	
A	B	Q																		
0	0	0																		
0	1	1																		
1	0	1																		
1	1	0																		
7	(a)	(ii)	XOR	AO1.2 (1)	Accept “Exclusive OR”															
7	(b)		 <ul style="list-style-type: none">A going into an OR gateB going into a NOT gate with the output going into the OR gateOutput of the OR gate going into an AND gate with C	AO3.1 (3)																

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit



ocr.org.uk/qualifications/resource-finder



ocr.org.uk



Twitter/ocrextams



/ocrextams



/company/ocr



/ocrextams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.